



Bromley Heath Infant School

Assessment Policy

Author/Person Responsible	Tina Long
Date of Ratification	May 19
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	1 year
Review Date	May 2020
Related Policies	
Chair of Curriculum Committee Signature	
Signed _____	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	May'19
EIA CARRIED OUT BY:	T.Long	EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		NA
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		NA
Gender reassignment		NA
Marriage and civil partnership		NA
Pregnancy and maternity		NA
Race		NA
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		NA
Gender identity		NA
Sexual orientation		NA

Any adverse impacts are explored in a Full Impact Assessment.

Rationale

At Bromley Heath Infants School we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning. By doing this we aim to develop the right skills for all our children to reach their maximum potential. At our school we have a robust assessment system. It is a careful planned mix of both formative and summative assessment, together with an effective tracking system.

Aims

As a result we are able to:

- Give reliable information to parents about how their child, and their child's school, is performing and suggest next steps.
- Measure progress of individual children and cohorts, track achievement by analysing and evaluating performance
- Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child
- Celebrate progress.
- Set ambitious targets for attainment and achievement
- Make sure that as a school we keep up with external best practice and innovation through networking with other schools

This aligns with the Assessment Principles published on our school website.

Statutory Assessment of EYFS children.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals.(ELG) At the end of the year children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development. (GLD)

All children entering Reception will have to take part in a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the typical expectations for children at the start of the reception year. It will be linked to the learning and development requirements of the Early Years Foundation Stage (EYFS)

Statutory Phonics Screening Check

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Statutory Assessment at the end of Key stage 1 –

Year 2

Year 2 children will be assessed against the end of key stage assessment frameworks for English and Mathematics and performance descriptors for the 2014 national curriculum for Science. Children in year 2 will sit test papers which will be used to inform teacher assessment.

National Curriculum Assessments

Levels reported to parents are informed by the following

Reading test as part of the evidence base

Maths tests – arithmetic and problem solving as part of the evidence base

Assessment in Key Stage 1

(Year 1 and Year 2)

Children in Key Stage 1 at Bromley Heath Infants school are being assessed against the 2014 national curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. As a school we assess each child three times a year against the ARE's for reading, writing and mathematics. In order to make a judgment on the percentage of the ARE's a child has met each term we use a range of evidence – work in books, tests, mini assessments, observations, annotated planning. Over the year the percentage of ARE's a pupil has met will be tracked on Classroom Monitor .

At the end of Year 1 the total percentage of ARE's a child has met will then be converted into an end of year judgement. The end of year percentage will determine as to whether a child is '**emerging**', '**developing**' or '**securing**' the ARE's for their year group. For each end of year judgement a percentage of the ARE's must be met. These percentages have been agreed between the Nexus group of schools to ensure consistency. The class teacher will track the progress of each child for reading, writing and maths on Classroom Monitor.

At the end of Year 2 pupils will be judged as to whether they are:

- i. Working at Pre – Key Stage 1
- ii. Working towards the standard
- iii. Working at the standard
- iv. Working at greater depth

These judgement will be based on Teacher assessment as to if they meet **all** of the statements expected at each standard.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school and local schools. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,

- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools
- By using national exemplification materials (where available)
- Through external moderation of Foundation Stage and Key Stage 1

Our school moderation calendar

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading		Key Stage moderation	Whole school moderation		Cross phase moderation EYFS/Y1,Y2	
			Cross school moderation			
Writing	Whole school moderation		Cross school moderation	Key Stage moderation	Cross phase moderation EYFS/Y1, Y2	
Maths	Key Stage moderation	Whole school moderation		Cross school moderation	Cross phase moderation EYFS/Y1, Y2	

Tracking pupil progress

As a school we use Classroom Monitor in order to record pupil data and track progress. We record information on pupils' attainment six times a year for reading, writing and maths in Year 1 and Year 2 and Foundation Stage report all 17 Early Learning Goals.

- Before the data is entered, a sample of pupils work is moderated in year groups, across a key stage or across the whole school.
- Pupil data is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE or working towards a good level of development. Interventions are then planned and evaluated.
- Senior leaders, subject leaders and the SENCO all produce an analysis of the data to review progress for their specific area of responsibility.

Reports and sharing information with stakeholders

- Each term the governors receive a data report from SIMS /pupil tracker.
- Parents' consultations are held twice a year where teachers share progress data with parents.
- Parents receive one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for further development.
- Our website is kept up to date with the schools level of attainment

Assessment tests and tasks

Year groups	Autumn	Spring	Summer
EYFS	Baseline assessments In EYFS	Mid term assessments	End of year judgements
Year 1,	Year 1 – maths group assessments Reading assessment Writing assessment	Year 1 – maths group assessments Reading assessment Writing assessment	Year 1 – maths group assessments Reading assessment Year 1 Phonics Screening Check Writing assessment
Year 2	Year 2 – maths assessments Reading assessment Writing assessment	Year 2 – maths assessments Reading assessment Writing assessment	SATs papers for Year 2 – Reading, and Maths. Teacher assessments Year 2 – Phonics Screening Check for those who did not pass in Year 1. Writing assessment

Conclusion

Summative and formative assessment is an integral part of the teaching and learning process. It is the means by which the progress of each child is tracked.

We take every opportunity to provide positive experiences for both children and staff at Bromley Heath Infants within our inclusive ethos.

Linked to other policies

Marking and feedback

English

Maths

Foundation Stage

This policy has been adopted by the staff and governors of Bromley Heath Infant School and will be reviewed annually.

Adopted: June 2015

Signed _____

Review date		Signed	
Review date		Signed	
Review Date		Signed	